

Textbook Alignment to the Utah Core – Responsible Healthy Lifestyle Grade 5

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list
(www.schools.utah.gov/curr/imc/indvendor.html.) Yes _____ No _____*

Name of Company and Individual Conducting Alignment: _____

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Health Grade 5 Core Curriculum

Title: _____ ISBN#: _____

Publisher: _____

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: _____ %

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____ %

STANDARD I: The students will learn ways to improve mental health and manage stress.

Percentage of coverage in the *student and teacher edition* for Standard I: _____ %

Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: _____ %

OBJECTIVES & INDICATORS

Coverage in *Student Edition (SE)* and *Teacher Edition (TE)* (pg #'s, etc.)

Coverage in *Ancillary Material* (titles, pg #'s, etc.)

Not covered in TE, SE or ancillaries ✓

Objective 1.1: Summarize how communicating with others can help improve overall health.				
a.	Compare the benefits of social interaction and time alone.			
b.	Communicate the need for social interaction and time alone.			
c.	Adopt behaviors to help maintain mental health; e.g., reading, exercise, lifelong learning, abstaining from substance abuse.			
Objective 1.2: Demonstrate coping behaviors related to grief and loss.				
a.	Recognize the tasks associated with the grief and loss process; i.e., acknowledge loss or death, feel the feelings, go on living and loving.			
b.	Recognize emotions associated with grief and loss.			
c.	Identify common ways individuals may cope with loss.			
d.	Identify ways to help others through the grieving process.			
Objective 1.3: Predict the influence body image may have on body acceptance.				
a.	Explain body image and body acceptance.			
b.	Recognize influences on body shape and size; e.g., diet, disabilities, exercise, heredity.			
c.	Recognize factors that may affect body image; e.g., media, peers, self-expectations.			
Objective 1.4: Demonstrate constructive ways of managing stress.				
a.	Explain how both positive and negative events can cause stress.			
b.	Identify physiological, emotional, cognitive, and behavioral responses to stress.			
c.	Predict how neglecting personal responsibilities may increase stress.			
d.	Develop and apply a personal stress management plan.			

STANDARD II: The students will adopt health-promoting and risk-reducing behaviors to prevent substance abuse.			
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %	
OBJECTIVES & INDICATORS	Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 2.1: Explore how relationships can contribute to self-worth.			
a.	Recognize different ways people influence each other.		
b.	Differentiate between positive and negative influences.		
c.	Accept mistakes and learn from them.		
d.	Participate in discussion on the benefits of positive self-talk.		
e.	Practice positive reinforcement with others.		
Objective 2.2: Use decision-making skills to increase the likelihood of positive outcomes.			
a.	Describe how advertising may influence individual choices.		
b.	Predict the consequences of a variety of choices.		
Objective 2.3: Summarize the physiological effects of substance use.			
a.	Identify the effects of tobacco use, including smokeless tobacco, on the body.		
b.	Identify the effects of alcohol use on the body.		
c.	Identify the effects of drug use on the body.		
STANDARD III: The students will understand and respect self and others related to human development and relationships.			
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %	

OBJECTIVES & INDICATORS	Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 3.1: Demonstrate qualities that help form healthy interpersonal relationships.			
a. List ways of showing respect and care for others.			
b. Practice effective communication skills.			
c. Respect personal boundaries.			
Objective 3.2: Summarize the basic functions of the digestive and glandular systems.			
a. Review the major body systems and their basic functions.			
b. Describe the digestive and glandular systems.			
c. Explain how good hygiene can help offset the effects of the glandular system.			
Objective 3.3: Identify body changes that accompany puberty.			
a. Summarize the role of the endocrine system and its impact; e.g., emotional fluctuations, body changes.			
b. Describe basic structures of female and male reproductive systems and identify their respective functions.			
c. Practice behaviors that maintain good hygiene.			
STANDARD IV: The students will understand concepts related to health promotion and disease prevention.			
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %	Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %		
OBJECTIVES & INDICATORS	Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 4.1: Define viruses and how they are transmitted.			
a. List several diseases caused by viruses.			
b. List the primary modes of transmission of HIV.			

c.	Recognize how infected yet symptom-free people can infect others.			
Objective 4.2: Demonstrate decision-making and Refusal Skills® for HIV prevention.				
a.	List situations that pose a risk for transmission of HIV.			
b.	Identify, avoid, manage, or escape situations involving exposure to body fluids.			
STANDARD V: The students will adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard V: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 5.1: Describe potential hazards, safety procedures, and first aid within a variety of circumstances.				
a.	Identify and avoid potential hazards in a variety of situations.			
b.	Describe precautions to take when around chemicals, electricity, or water.			
c.	Describe emergency procedures to follow in case of chemical, electrical, or water-related accidents.			
d.	Demonstrate how to use safety equipment; e.g., basic first aid kit, fire extinguisher, Emergency Medical System.			
Objective 5.2: Predict the effects of violence on society.				
a.	Identify the dangers of mimicking violent behavior.			
b.	Analyze the impact of violence portrayed in the media.			
Objective 5.3: Develop vocabulary that shows respect for self and others.				
a.	Identify comments that would show respect and caring for			

	others.			
b.	List positive ways to speak to self.			
c.	Analyze the value in creating respectful, healthy relationships.			
STANDARD VI:				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VI: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VI: _____ %		
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Objective 6.1:				
a.				
b.				
c.				
d.				
e.				
f.				
Objective 6.2:				
a.				
b.				
c.				
d.				
e.				
f.				
Objective 6.3:				
a.				
b.				
c.				
d.				

e.				
f.				